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ASSIGNMENT BOOKLET
SST2771 Social Studies 20-1
Module 3 Assignment

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SOCIAL STUDIES 20-1

Learn  veryWare

Nationalism



Module 3
Contemporary National Interests

Assignment Booklet

 envision



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Summary

	Total Possible Marks	Your Mark
Section 1: Inquiry	10	
Section 1: Lesson 1	10	
Section 1: Lesson 2	25	
Section 1: Challenge	15	
Module 3: Challenge to Take Action	10	
	70	

Teacher's Comments

Social Studies 20-1
Module 3: Contemporary National Interests
Assignment Booklet
ISBN 978-0-7741-3127-8

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Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	

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- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

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MODULE 3 ASSIGNMENT BOOKLET

The assignments in this assignment booklet will be submitted for grading. Answer each question in the space provided.

MODULE 3: SECTION 1: INQUIRY

Discussion – How Would This Impact Me?

10 marks

Contact your teacher for details about this Discussion assignment.

1. Read the following information about the changes to be implemented in your school.

In the pursuit of maintaining educational excellence, a committee has implemented massive changes in your school.

A change in the school program is now in place with the goal to focus on and offer only the fundamentals of learning—the basics of three subject areas: science, mathematics, and English. The timetable reflects only time devoted to these three subjects and the development of in-depth knowledge and skills in these areas. All activities deemed non-relevant to these three areas are no longer available nor approved in the school. Students may only study and participate in classes with the students assigned to their specific class and classroom. A school uniform is enforced.

2. Briefly discuss these questions with your discussion group:
 - How would a change in the school program impact your nation or your connections to the people in the school with whom you share experiences and interests in common and who are no longer in the same class?
 - How would this impact your identity or who you are?
 - How would this impact your citizenship or your rights and freedoms?
 - Should the group or the other nation that made the changes hold the right to apply these changes without consultation?
 - Does this nation have responsibilities to students to implement changes that are in their best interests and will not negatively affect them?
3. Prepare a group statement.
 - a. The actions implemented in your school reflect the pursuit of the interests of one group. Should you and others support or resist this pursuit? Create a statement on behalf of your discussion group that reflects the group's position. Justify your position. The statement should be a minimum of three sentences in length.

- b. Share the statement with others. You may choose to share the statement face to face or online. Contact your teacher for details.

Scoring Criteria: Discussion (10 marks)

	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Exploration of the Issue	Provides a thoughtful exploration of the issue.	Provides some exploration of the issue.	Provides almost no exploration of the issue.
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Quality of the Discussion	Sustains discussion with insightful sharing, reflecting, and respectful acknowledgement of other views.	Shares own views and acknowledges the views of others.	Provides limited or none of own views nor acknowledgement of the views of others.

Note: If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

MODULE 3: SECTION 1: LESSON 1

Ranking the Impact and Scope

10 marks

With your partner, decide on how you will complete the chart. For example, each person could complete the chart for one of the nations in your own notebook and then together compile your responses into one chart.

1. Review the options and provide evidence to support your response. Create a chart like the following for each nation you examine. When you are finished, combine all the information into one document.

Nation:	
Options	Evidence
A. National self-determination will provide economic prosperity for the nation.	Option A:
B. National self-determination will provide economic challenge for the nation.	Option B:
A. National self-determination will provide security and safety for a nation.	Option A:
B. National self-determination will provide conflict and risk for a nation.	Option B:
A. National self-determination will affirm the beliefs and values for other nations.	Option A:
B. National self-determination will promote intolerance for other nations.	Option B:
Impact Ranking of the Nation: _____	
Scope Ranking of the Nation: _____	

2. Discuss the information that both your partner and you have recorded. For each nation, assign and record a ranking for the impact and scope of this pursuit for national self-determination. Base your ranking on the following guide:

Impact Ranking:

- 3 – strong positive impact
- 2 – positive impact
- 1 – limited positive impact
- 0 – no impact
- 1 – limited negative impact
- 2 – negative impact
- 3 – strong negative impact

Scope Ranking:

- 3 – aims to achieve full control over national affairs
- 2 – aims to achieve some control over national affairs
- 1 – aims to achieve limited control over national affairs
- 0 – aims to achieve no control over national affairs

3. Copy all the information for each nation into one document.
4. Review your collaboration log. Inform your teacher of the issues and successes of your collaboration. Suggest a strategy to improve the next collaboration.

Attach your collaborative document to this Assignment Booklet if possible. If you are unable to attach your document, talk to your teacher about other submission options.

Scoring Criteria: Ranking the Impact and Scope (10 marks)

	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Ranking	All of the rankings of the impact and scope for each nation's pursuit of national self-determination reflect well the background on each nation gathered from the readings.	Most of the rankings of the impact and scope for each nation's pursuit of national self-determination reflect a general background on each nation gathered from the readings.	All of the rankings of the impact and scope for each nation's pursuit of national self-determination reflect limited background on each nation gathered from the readings.
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Collaboration	The dialogue is factual and accurate. It presents the full relationship between national interests and the relationship between nations. The participant exhibits the collaborative characteristics below.	The dialogue is factual but does not present the full relationship between national interests and the relationship between nations. The participant exhibits some of the collaborative characteristics below.	The dialogue is inaccurate and limited. The participant fails to exhibit many of the collaborative characteristics below.
	<ul style="list-style-type: none"> • contributes own skills and knowledge to the task 	<ul style="list-style-type: none"> • contributes own skills and knowledge to the task 	<ul style="list-style-type: none"> • contributes own skills and knowledge to the task
	<ul style="list-style-type: none"> • takes responsibility for completion and quality of the task 	<ul style="list-style-type: none"> • takes responsibility for completion and quality of the task 	<ul style="list-style-type: none"> • takes responsibility for completion and quality of the task
	<ul style="list-style-type: none"> • shows accountability and fairness 	<ul style="list-style-type: none"> • shows accountability and fairness 	<ul style="list-style-type: none"> • shows accountability and fairness
	<ul style="list-style-type: none"> • respects the views and perspectives of others 	<ul style="list-style-type: none"> • respects the views and perspectives of others 	<ul style="list-style-type: none"> • respects the views and perspectives of others
	<ul style="list-style-type: none"> • cooperates with others and demonstrates a willingness to find consensus 	<ul style="list-style-type: none"> • cooperates with others and demonstrates a willingness to find consensus 	<ul style="list-style-type: none"> • cooperates with others and demonstrates a willingness to find consensus

Note: If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

MODULE 3: SECTION 1: LESSON 2

Reflections

10 marks

Your reflections may be in a print or digital format. Talk to your teacher about your submission options.

In relation to the degree of impact on your nation, identity, and citizenship, which of the three options (National Interest A, B, or C) would most impact your future? Explain how.

Go to the Appendix in your Student Module Booklet to view the scoring criteria for the “Reflections” assignment.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Predictions

15 marks

Contact your teacher for information on how to complete this assignment and about options for submission.

1. Review the summary and timeline you created in “The Pursuit of National Self-Determination in Canada.”
2. Share details from the summary with other students. Contact your teacher for suggestions on how to share the summary. Discuss the actions and conditions that encourage and discourage the achievement of national self-determination. Focus on the actions and conditions that are common to all of the summaries shared. You may wish to make notes in your notebook.
3. Based on your discussion, identify and list three key criteria that must be in place for the nation to achieve national self-determination. You may wish to use information from the “Reflect and Respond” activity on page 183 in *Exploring Nationalism* as a starting point for work on your criteria.
4. Apply the criteria and make two predictions about the outcomes of this pursuit of national self-determination. Add the predictions as future outcomes to your original timeline. One prediction should address the outcome for the nation in pursuit of national self-determination. The other prediction should address the outcome for Canada as the nation-state. Place the outcomes in direction of the future onto the timeline.
5. Explain how these two predictions are most likely to happen in relation to what has already taken place on the timeline and the scope of national self-determination that the nation pursues. You may wish to revisit the three national interests and outcomes listed in the Lesson 2 Get Focused. Submit your explanation along with your revised timeline in the form of a text document or as digital comments on your timeline. (Ensure this timeline is labelled as “Revised.”)

Scoring Criteria: Predictions (15 marks)

	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Predictions	<ul style="list-style-type: none"> Relevant and clearly identified criteria have been established and applied to create plausible predictions. 	<ul style="list-style-type: none"> Criteria have been established and applied to create two predictions. 	<ul style="list-style-type: none"> Insufficient or irrelevant criteria have been established and applied to create two predictions.
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Understandings of the Nation's Pursuit of National Self-Determination	<ul style="list-style-type: none"> The timeline includes well-organized and detailed information on the nation's history, the motives, and a minimum of eight events related to the pursuit. 	<ul style="list-style-type: none"> The timeline includes well-organized and detailed information on the nation's history, the motives, and a minimum of eight events related to the pursuit. 	<ul style="list-style-type: none"> The timeline lacks the nation's history and motives and it presents less than eight events related to the pursuit.
	<ul style="list-style-type: none"> The information provided is well researched and relevant to the inquiry. 	<ul style="list-style-type: none"> The information provided is researched and mostly responds to the inquiry. 	<ul style="list-style-type: none"> The information provided lacks research and fails to respond to the inquiry.
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Summary	<ul style="list-style-type: none"> The summary reflects an informed understanding of the actions, conditions, and effects of the pursuit. 	<ul style="list-style-type: none"> The summary reflects some understanding of the actions, conditions, and effects of the pursuit. 	<ul style="list-style-type: none"> The summary reflects limited understanding of the actions, conditions, and effects of the pursuit.

Note: If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

MODULE 3: SECTION 1: CHALLENGE

Supporting or Resisting the Pursuit?

15 marks

Contact your teacher for information on how to complete this assignment.

Form a collaborative group with others (maximum of four participants). Each role has one task in carrying out this challenge. As a group, decide who will take on the following roles:

- project manager
- researcher
- multimedia developer
- discussion facilitator

Depending on the number of people in the group, members may need to take on multiple roles. Your role requires you to lead the completion of the task. The steps within each task are intended to be completed collaboratively by all members of the group. Details for each task are outlined in this assignment.

Project Manager – You are responsible for ensuring the completion of each task listed in this section.

1. The project manager recommends a nation to research. (Contact your teacher for some suggested nations.) Provide the group with a maximum of three nations that have sought national self-determination and decide if it is in the best interests of all.

Consider the following when deciding on a nation:

- The nation you choose to research may belong to one or more understandings of nation: linguistic, ethnic, cultural, religious, geographic, relationship to land, spiritual, political, or civic.
 - The nation should be one that has chosen national self-determination as a national interest.
2. Gather votes on the choice from the rest of the group and then inform all members of the final choice.
 3. Arrange a time and location (face to face or via communication tools) to collaborate with all of your partners. Together as a group, identify the key questions the group should research in order to gain an informed background on the nation and its pursuit of national self-determination. The Toolkit on the Multimedia DVD has suggestions on creating relevant research questions. Share a copy of the questions with the rest of the group. Investigating the following aspects of the nation will help you create the questions:
 - motives
 - importance of national self-determination to this nation
 - impacts

- predictions of the outcomes of pursuing and achieving this national interest
4. Brainstorm research sources that will respond to your questions. Use a wide variety of sources that reflect multiple perspectives on the issue.

Researcher – You are responsible for ensuring the completion of each task listed in this section.

1. The researcher is responsible for ensuring that the research is completed.
2. Lead the research and selection of relevant information for your investigation in response to the questions the group created. The group should use appropriate tools to conduct the research and record the information. Acknowledge your sources. The Toolkit on the Multimedia DVD has tips on conducting research.
3. Based on the investigation and research, record the group's responses to the questions in the chart:

Nation:	
Options	Evidence
A. National self-determination will provide economic prosperity for the nation. B. National self-determination will provide economic challenge for the nation.	Option A: Option B:
A. National self-determination will provide security and safety for a nation. B. National self-determination will provide conflict and risk for a nation.	Option A: Option B:
A. National self-determination will affirm the beliefs and values for other nations. B. National self-determination will promote intolerance for other nations.	Option A: Option B:
Impact Ranking of the Nation: ____ Scope Ranking of the Nation: ____	

4. As a group, discuss the information in the chart. Rank the impact and scope of this pursuit for national self-determination. Record the rankings in the chart.

Impact Ranking:

- 3 – strong positive impact
- 2 – positive impact
- 1 – limited positive impact
- 0 – no impact
- 1 – limited negative impact
- 2 – negative impact
- 3 – strong negative impact

Scope Ranking:

- 3 – aims to achieve full control over national affairs
- 2 – aims to achieve some control over national affairs
- 1 – aims to achieve limited control over national affairs
- 0 – aims to achieve no control over national affairs

Multimedia Developer – You are responsible for ensuring the completion of each task listed in this section.

1. The multimedia developer prepares an audio presentation (maximum five minutes) of the group's judgement on whether nations should pursue national self-determination.
2. The presentation should respond to this question: Would you encourage the nation you investigated to pursue national self-determination? Explain the answer based on the group's investigation.
3. Deliver the presentation using technology such as voice messaging or a podcast. You may select one voice actor from the group, or it may be a shared effort. Coordinate the equipment and the arrangements for the recording. The Toolkit on the Multimedia DVD has suggestions on using technology to create audio presentations.

Discussion Facilitator – You are responsible for ensuring the completion of each task listed in this section.

1. The discussion facilitator leads the group discussion. Organize when and how members of the group will prepare and participate in the discussion.
2. Create three rules to ensure a respectful and fair discussion that allows each member a voice. Inform the members of the group of the rules before starting the discussion.
3. Provide each group member with a copy of the discussion rules, the group's judgement, and the discussion questions. Select at least two other prepared judgements. Set a deadline to allow the group sufficient time to read the rules and judgements and to review the discussion questions.

4. Discuss the following questions with the collaborative group:

- Is the judgement reasonable and supported with evidence and valid arguments?
- Weigh the impacts of pursuing national self-determination in relation to global peace and security. Do you support or resist pursuits of national self-determination?
- Are there circumstances that may persuade you to change your position?
- Reflect on all the judgements discussed. What is the group's position on this issue? Should nations pursue national self-determination?

5. Prior to the discussion, select the tool you will use to take discussion notes. If you choose a recording tool, ensure that you have acquired permission from each member and your teacher to record the discussion.

6. It is your task to prepare a summary of the discussion. Ensure all members of the group receive a summary of this discussion. The summary may be in a print or digital document. Discuss submission options with your teacher.

The discussion responses will guide your choices later in the Module 3 Challenge to Take Action.

Scoring Criteria: Supporting or Resisting the Pursuit? (15 marks)

	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Research	<ul style="list-style-type: none"> • The research questions are pertinent to establishing an informed background on the issue. 	<ul style="list-style-type: none"> • The research questions are mostly relevant to establishing an informed background on the issue. 	<ul style="list-style-type: none"> • The research questions are limited or irrelevant to establishing an informed background on the issue.
	<ul style="list-style-type: none"> • The research is detailed and relevant to the research questions developed by the group. 	<ul style="list-style-type: none"> • The research responds mostly to the research questions developed by the group. 	<ul style="list-style-type: none"> • The research is limited in response to the research questions developed by the group.
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Audio Presentation	<ul style="list-style-type: none"> • Presentation is well paced and of sufficient volume. 	<ul style="list-style-type: none"> • Pace and volume of presentation are inconsistent. 	<ul style="list-style-type: none"> • Presents at a pace and volume that are difficult to follow.
	<ul style="list-style-type: none"> • The tone is persuasive and informative. 	<ul style="list-style-type: none"> • The tone is clear but lacks persuasion. 	<ul style="list-style-type: none"> • The tone lacks familiarity with the issue.
	<ul style="list-style-type: none"> • All the necessary information is evident. 	<ul style="list-style-type: none"> • Most of the necessary information is evident. 	<ul style="list-style-type: none"> • Most of the information is limited in preparation and relevance.
	<ul style="list-style-type: none"> • Use of appropriate technology is evident. 	<ul style="list-style-type: none"> • Use of appropriate technology is evident. 	<ul style="list-style-type: none"> • Lacks the use of appropriate technology.

	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Collaboration	<ul style="list-style-type: none"> Leadership is evident and valuable to the completion of a high-quality product. 	<ul style="list-style-type: none"> Leadership is evident in a few members and the quality of the product is inconsistent. 	<ul style="list-style-type: none"> Leadership is limited and restricts the group's ability to complete a high-quality product.

Note: If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

MODULE 3: CHALLENGE TO TAKE ACTION

Taking Action on the Pursuit of National Self-Determination

10 marks

Contact your teacher for submission options.

In your Section 1 Challenge you worked with a group to respond and establish a reasoned judgement to the challenge question: Should nations pursue national self-determination? Review the group's summary of these discussion questions:

- Do you support or resist pursuits of national self-determination?
- Are there circumstances that may persuade you to change your position?

Take the position established by your group and use it to guide your selection of a challenge to take action option.

Informing Yourself – Find out if there is consensus held by others on the position that your group established in the Section 1 Challenge.

- Research global views on the issue of national self-determination.
- Identify the major positions on the issue.
- Assess whether or not there is common agreement on the issue between people and nations.
 - How close are global views to your group's reasoned judgement from the Section 1 Challenge?
 - Do your parents hold the same position?
 - What about the students in your school?
 - What about members in your community?
 - What is the global perspective on the issue of pursuing national self-determination?

- Is there consensus among diverse nations and nation-states on this issue?
- Prepare a briefing to inform your teacher about the current position with regards to national self-determination.
- Present whether or not there is consensus to your teacher with a communication technology tool of your choice.

Engaging Yourself – A nation may use persuasive strategies such as using its voice to gather support for or to realize the goals of national self-determination. Get involved and participate in a strategy (for example, a march, a letter campaign, contact with a member of parliament) that responds to this pursuit. The strategy may fall into one of two categories:

- a strategy in response to the efforts of a nation determined to achieve national self-determination
- a strategy in response to the pursuit of unity within a nation-state that is challenged by nations pursuing national self-determination

Prepare to share feedback on your participation. Social networking sites are opportunities to share your views and ask others for their views. You may choose to share the experience via one of the social networking sites. Ensure that access to these sites is approved by your school before beginning. You may also share your feedback with a parent, family members, friends, or teacher. Contact your teacher for confirmation or alternative suggestions.

Taking Action – Raise awareness in favour of or against the pursuit of national self-determination.

Social networking sites are venues in which you can raise awareness and gather supporters. Ensure that access to these sites is approved by your school before beginning. Contact your teacher for confirmation or alternative suggestions.

Create a plan of action to set up an event such as wearing a ribbon to show support for a nation struggling to achieve national self-determination or to invite discussion of the issue. You will be evaluated on the plan of action. You may wish to carry out the planned event. Contact your teacher for permission.

Include the following in your plan of action:

- Share why you are in favour of or against the pursuit of national self-determination. Include support from the understandings and background you have gathered in this module.
- Present an event or a discussion. Details of the event should include a date and describe what you are inviting people to do. The discussion should present the issue question.
- If it is possible to actually follow the plan, set up the event or discussion and invite your teacher and others to visit the site. If you are inviting others to join the discussion or to take action, set this up as a private invitation to ensure that only legitimate discussion and action take place.

Place a copy of your plan of action or a screenshot of the live site with your plan in place. Discuss submission options with your teacher.

Scoring Criteria: Challenge to Take Action (10 marks)

	Exemplary Action (5)	Sufficient Action (3)	Limited Action (1)
Exploration	<ul style="list-style-type: none"> Provides innovative action (to inform, engage, or take action) in the issues related to the pursuit of national self-determination. Displays clearly and fully all of the following understandings: <ul style="list-style-type: none"> Nations and states pursue national interest. The pursuit of national interest has positive and negative consequences. There are multiple perspectives related to the pursuit of national interest. 	<ul style="list-style-type: none"> Provides visible action (to inform, engage, or take action) in the issues related to the pursuit of national self-determination. Displays two of the following understandings possibly in a narrow or limited depth: <ul style="list-style-type: none"> Nations and states pursue national interest. The pursuit of national interest has positive and negative consequences. There are multiple perspectives related to the pursuit of national interest. 	<ul style="list-style-type: none"> Provides limited or no action (to inform, engage, or take action) in the issues related to the pursuit of national self-determination. Displays one or none of the following understandings: <ul style="list-style-type: none"> Nations and states pursue national interest. The pursuit of national interest has positive and negative consequences. There are multiple perspectives related to the pursuit of national interest.
	Exemplary Action (5)	Sufficient Action (3)	Limited Action (1)
Participation	<ul style="list-style-type: none"> Demonstrates a motivated interest in the issues related to the pursuit of national self-determination. 	<ul style="list-style-type: none"> Demonstrates some interest in the issues related to the pursuit of national self-determination. 	<ul style="list-style-type: none"> Demonstrates limited or no interest in the issues related to the pursuit of national self-determination.

Note: If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

